

Grade 4 Overview

Focus: HERO (Honorable Efforts Rendered to Others)

HEROES OF OUR STATE

This unit will focus on Indiana heroes: people who perform special services for others and who reflect the qualities of good citizens.

Key Ideas:

- Heroes exemplify many qualities of a good citizen.
- Indiana heroes reflect positive qualities that are important to our state.
- Heroes deal with conflict in responsible ways.
- Often, heroes are ordinary people who do extraordinary things.
- Heroes are sometimes not acknowledged.

Key Connections to Citizenship Instruction:

Good citizens:

- respect authority.
- are honest and truthful.
- take personal responsibility for obligations to family and community.
- always do their personal best.

Lessons:

1. *Write and Find a Hero*
2. *Publicize a Hero*
3. *Heroes in Myth and Fact*
4. *You Can Be a Hero!*

Culminating Activities:

Students will read a myth or tall-tale about a hero or a story about an Indiana hero and prepare a written report, an oral presentation, or a visual representation, such as a poster or chart. Musical selections can be used as background or as an integral part of the presentation. Evaluate student reports on the basis of criteria that have been discussed in advance with students. Teachers also should observe students to see if they practice good citizenship skills as they work and play together.

Curriculum Connections:

Activities in this unit will help students to attain academic standards in:

Social Studies (Grade 4)

Civics and Government - Students will:

Describe the components and characteristics of Indiana's present form of government:

- identify the branches and functions of state government.

Historical Perspectives - Students will:

Trace historical movements in the development of Indiana as a state:

- identify people, places, and key events in Indiana history.
- describe leaders who shaped Indiana.

Inquiry Skills - Students will:

Draw conclusions about past and present life in Indiana based on relevant data derived from a variety of sources:

- interpret information about life in Indiana presented in graphs and charts.
- construct simple maps, charts, and graphs.

English/Language Arts (Grades 3-5) - Students will:

Comprehend developmentally appropriate materials, including:

- reference materials.
- charts and graphs.

Select and use developmentally appropriate strategies for writing, including:

- using the writing process—prewriting, drafting, peer sharing, revising, and editing.
- writing drafts with emphasis on content.

Write for different purposes and audiences producing a variety of forms, including:

- messages and letters.

Visual Arts (Grade 4) - Students will:

Production:

Artists understand and apply knowledge of the elements of art:

- identify and continue skill development in application of the elements of art (line, shape, color, texture, space, form, and value).

Grade 4 Lesson One

Write and Find a Hero

This lesson involves students in identifying the qualities of a hero and researching local heroes in communities throughout Indiana.

Key Ideas:

- Heroes exemplify the qualities of a good citizen.
- Indiana heroes reflect positive qualities that are important for our state.
- Heroes often are ordinary people who do extraordinary things.
- Heroes sometimes are not acknowledged.

Key Connections to Citizenship Education:

Good citizens:

- respect authority.
- are honest and truthful.
- take personal responsibility for obligations to family and community.
- always do their personal best.

Objectives:

Students will:

- identify characteristics of a hero.
- connect the qualities of heroes with that of good citizenship.
- find Indiana heroes by writing letters to other communities or through e-mail projects with other fourth grade classes.
- recognize the contributions good citizens/heroes make in our state.

Introductory Activity:

Display a chart divided into three categories: “What I Know;” “What I Need to Know;” and “What I Learned.” Review with students some of the qualities of a good citizen, such as being respectful, honest, responsible, and always doing one's best. Then ask students to brainstorm key words or qualities they think of when they think of a hero. When students have brainstormed a number of words, list these under the first category. Ask students what else they might need to know to define a hero. List this information under the second category. (Focus students' attention on the key ideas for this lesson.) Maintain the chart so that ideas can be added as the lessons proceed.

Core Activities:

1. Review letter writing form, punctuation skills, and use of capitalization.
2. Using a state map, select communities to write or e-mail for information about their local heroes. Letters might be sent to the Chamber of Commerce or Visitor's Center of the community or to another fourth grade class in a school in that community.
3. After students have selected the community to which they wish to write for information about their local heroes, they will include their class definition of a hero and questions they have generated from their "What I Want to Know" list. The following questions might be included:
 - Who are your living heroes? Why are they heroes? Are they also good citizens? Why?
 - Who are your heroes of the past? Why were they heroes?
 - What landmarks, buildings, schools, parks, or streets are named after your community heroes? What did these people accomplish that made them worthy of this recognition?
4. Add the information gathered to the "What I Learned" section of the chart.
5. When letters are received, place a pin on an Indiana map to mark the location of the sending community.
6. Tally results of answers to questions. What are the name(s) that appear most often? Why are these people considered heroes? Add this information to the "What I Learned" section of the chart.

Additional Ideas:

1. Using the map above, locate the counties from which the letters were received. Calculate the distance from where you live. (Using the Internet to map sites could enhance this activity.)
2. Classify information received into categories in which heroes may fall: historical heroes; contemporary heroes; heroes who save lives; heroes who stand for principles or important issues; heroes who perform extraordinary service to their families, communities, or state.

Evaluation/Assessment:

Working in small groups, students will use the information gathered to develop a map, a wall chart, or other graphic displays of Indiana heroes listing the qualities that make them both heroes and good citizens.

Home Connection:

Send a letter to parents explaining the HERO unit. Discuss its connection to literature and citizenship. Describe activities that you will be doing throughout the unit. Send home a list of the good citizenship qualities developed in your classroom.

Some parents might want to encourage students to read a book about a fictional or nonfictional Indiana hero. They may want to discuss with their child the meaning of a hero and why the character in the book was a hero.

Students might also interview parents to learn which cities, towns, or parks are named for Indiana heroes. They can share results in class in Lesson Two.

Resources:

- Indiana Historical Bureau
- Indiana Historical Society
- Visitors centers
- Local Chambers of Commerce
- Map of Indiana
- Stationery items
- Postage stamps



Grade 4 Lesson Two

Highlight a Hero

In this lesson, students choose an Indiana hero and develop a report in the form of a pamphlet that they research, write, and illustrate.

Key Ideas:

- Heroes exemplify many qualities of a good citizen.
- Indiana heroes reflect positive qualities that are important for our state.
- Heroes deal with conflict in constructive ways.
- Heroes often are ordinary people who do extraordinary things.
- Heroes sometimes are not acknowledged.

Key Connections to Citizenship Education:

Good citizens:

- respect authority.
- are honest and truthful.
- take personal responsibility for obligations to family and community.
- always do their personal best.

Objectives:

Students will:

- review characteristics of a hero.
- design a pamphlet highlighting an Indiana hero.
- compare the qualities of heroes with those of a good citizen.

Introductory Activity:

Review characteristics of a hero and a good citizen from the chart of Indiana heroes developed in Lesson One. Examine and compare several travel pamphlets advertising places in Indiana. Discuss which pamphlets make the strongest visual impact and why. Help students consider several factors, such as use of color, white space, print style, and overall design.

Core Activities:

1. Ask students to choose a state hero and design a pamphlet highlighting their hero. The art teacher, a community member, or parent, who works in advertising or graphic design, might be invited to visit the class to discuss the elements of design.

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2. The pamphlet should describe the event(s) that made their hero a hero. Include biographical and geographical information about their heroes.
 3. Share completed pamphlets with the class.
 4. Several pamphlets could be selected by the class and sent to the local Chamber of Commerce for possible publication or display.
 5. Have students add any additional information they have learned to the “What I Know,” “What I Want to Know,” and “What I Have Learned” chart from Lesson One.

Additional Ideas:

1. Have students compare the characteristics of their hero with those of a good citizen.
2. Ask students to respond to the following questions: Do you think your hero’s life was changed by being a hero? If you became a hero, would it change your life?
3. Help students compile lists of commonalities among the different heroes.

Evaluation/Assessment:

Evaluate students on the basis of their pamphlets of heroes. The criteria for a high quality pamphlet should be discussed with students in advance. The pamphlet should describe at least one important event and tell when and where the person was born. Guidelines for spelling, punctuation, and grammar should be followed. Students should include key ideas and connections to good citizenship in their work.

Home Connection:

Keep parents informed of the purpose and activities involved in this lesson. They may wish to encourage their child to continue learning at home through one of the following activities:

- Parents might take the child to the public library to find additional accounts of heroes for their child to read.
- The child might collect pictures or stories from newspapers or magazines about heroes to make a hero scrapbook.

Resources:

- Art teacher or community resource person
- Art supplies and paper to create pamphlets
- Travel pamphlets from Indiana
- School/county/state libraries
- Newspapers
- Magazines
- Scrapbook or paper for student-made scrapbooks

Grade 4 Lesson Three

Heroes In Myth And Fact

In this lesson, students will compare and contrast mythical and factual accounts of heroes.

Key Ideas:

- Heroes exemplify many qualities of a good citizen.
- Indiana heroes reflect positive qualities that are important to our state.
- Heroes deal with conflict in constructive ways.
- Heroes are ordinary people who do extraordinary things.
- Heroes are sometimes not acknowledged.

Key Connections to Citizenship Education:

Good citizens:

- respect authority.
- are honest and truthful.
- take personal responsibility for obligations to family and community.
- always do their personal best.

Objectives:

Students will:

- read mythical and factual accounts of heroes.
- learn the difference between a myth and a factual account.

Introductory Activity:

Read several short mythical and factual accounts of heroes.

For example:

- Daniel Boone, Paul Bunyan, James Beckwourth, Clara Barton, Bill Pickett, Cesar Chávez, Mike Fink, Tecumseh, Harriet Tubman, George Washington.
- The class also might listen to poems and songs about heroes, such as “John Henry,” “Casey at the Bat,” or “Davy Crockett.”

Cite examples of the way these heroes do their personal best, deal with conflict in positive ways, and demonstrate personal responsibility for their families, communities, and country.

Core Activities:

1. Discuss the people and events in the various accounts. Ask the students to determine which of the people depicted are actually real persons and which ones are fictional. How can they tell? Are fictional stories ever told about real people? Why are such stories invented? How can we find out if an event really happened? Discuss commonalities and differences between human heroes and fictional heroes. List commonalities and differences on a chart.
2. Sometimes when people do remarkable things, myths begin to develop about them. Develop a fact/myth list about a specific person, such as Davy Crockett, James Beckwourth, or Nat Love. How can you distinguish between a fact and a myth?
3. Students will role play some of the characters in myths or tall-tales that they have read, emphasizing heroic qualities.
4. Students will write a paragraph about one important thing they have learned from role playing a mythical or tall-tale hero.

Additional Ideas:

1. Learners will read about and research additional personalities and events in Indiana history.
2. Students will compare and contrast commonalities and differences from the stories and accounts under Strategies and Activities.
3. Students will write in their journal about the effect playing the role of a hero had on them.
4. Students will think of a hero they have learned about from the media. They will write about the influence the media had in the making of the hero and give positive and negative influences.

Evaluation/Assessment:

Present criteria for evaluating the student paragraph before students begin to write. Work with students to make sure they understand each criteria. Evaluate the finished paragraph on form, mechanics, and demonstrated learning of concepts and connections to citizenship.

1. Evaluation of students' paragraphs about what they have learned.
2. Observation of student participation in class.
3. Self-evaluation: Students might write about changes they have made toward becoming better citizens during this unit of study.

Home Connection:

Keep parents informed about the purpose and activities involved in this lesson. Parents may want to encourage students to continue learning at home by doing some of the following activities. Students might:

- continue reading books about Indiana heroes.
- discuss the qualities of heroes that they learn about through the media with their parents.
- draw pictures, develop their own song, write a poem, or make up a jump-rope chant about a hero.
- create a comic strip or book about their mythical or tall-tale heroes.

Resources:

- Trade books featuring real and mythical heroes. One such book is *The Children's Book of Heroes*, written by William J. Bennett, and published by Simon and Schuster, New York, 1997. For a personal perspective, include selections from biographies, such as *The Life and Adventures of Nat Love*, written by Love, and published by Black Classic Press, 1988.
- Schlissel, Lillian. *Black Frontiers: A History of African American Heroes in the Old West*. New York: Simon & Schuster Books for Young Readers, 1995.
- Tapes or CDs of traditional songs and a tape or CD player
- School/county/state libraries
- Newspapers
- Magazines
- Scrapbook or material for making scrapbook

James Beckwourth was an explorer, a soldier, a fur trapper, a gold-seeking forty-niner, and a leader of the Crow people. This mountain man lived a life of adventure that ranks along side that of Daniel Boone or Davy Crockett, but his story was often ignored by early historians.

Cowboys, Settlers, & Soldiers: African Americans in the West, exhibit by the Eiteljorg Museum of American Indians and Western Art, February 6-May 16, 1999.

Photo courtesy of The Denver Public Library, Western History Collection.

James P. Beckwourth
1798/1800-1866



Grade 4 Lesson Four

You Can Be A Hero!

In this lesson, students have the opportunity to play the role of “heroes” by helping younger students learn the qualities of good citizenship. All 13 points of Indiana’s citizenship education legislation are reviewed and presented by fourth graders to younger students.

Key Ideas:

- Heroes reflect the qualities of good citizenship.
- Younger students look up to older students.
- Fourth-grade students can be heroes to younger students by helping them to learn what it means to be a good citizen.
- The Indiana General Assembly is elected by Indiana citizens to make laws for the state.
- The Indiana General Assembly wants everyone to understand the importance of being good citizens.

Key Connections to Citizenship Education:

Good citizens:

- are honest and truthful.
- respect authority.
- respect the property of others.
- always do their personal best.
- do not steal.
- possess the skills necessary to live peacefully in society.
- take personal responsibility for obligations to family and community.
- treat others the way they would want to be treated.
- respect the national flag, the Constitution of the United States, and the Constitution of the State of Indiana.
- respect their parents and home.
- respect themselves.
- respect the rights of others to have their own views and religious beliefs.

Objectives:

Learners will:

- identify the Indiana General Assembly as the law-making body for the state.
- review the 13 ideas that are highlighted in Indiana's citizenship education legislation.
- work in small groups to prepare a presentation on three or four of these ideas for younger students.

Introductory Activity:

Ask students to consider if laws have influenced anything they have done today. Students may not think so at first. Ask them what time they got up in the morning (time zones), and how they got to school (traffic laws). They will probably be able to think of many other ways they have been influenced by laws today. Have students identify Indiana on a map of the United States. Ask them who makes the laws for Indiana. If students have already studied the branches of Indiana government, they should remember that the Indiana General Assembly is the law-making body for the state. If not, this concept could be introduced using a chart showing the three branches of Indiana government and their functions.

Core Activities:

1. Explain to students that in 1995, the Indiana General Assembly passed a law that is very important to them and to everyone, the legislation requiring schools to provide good citizenship instruction.
2. Using an overhead projector or handouts, provide students with the 13 ideas emphasized in the legislation. Review and discuss each idea to develop definitions, clear understanding, and examples.
3. Explain that since fourth graders study Indiana history and government, they would be excellent persons to share this information with younger students. Discuss reasons why younger students might look up to older students and learn from them.
4. Since it would be hard for younger students to learn about all 13 ideas at one time, suggest the strategy of breaking into four groups for four grade levels: kindergarten, first grade, second grade, and third grade.
5. Ask each group to pick the three or four ideas that would be the best to teach younger students at their grade level. Come back together as a class to chart the selections. Note which ideas are not addressed and make adjustments if necessary.
6. Give time for each group to plan a presentation on its three ideas. Suggest using stories, games, pictures, or songs to illustrate each idea.
7. After practicing the presentation, each group presents it to the class.
8. Make arrangements with other teachers for the fourth grade groups to make their presentations to classes of younger students.

Additional Ideas:

1. Have students use e-mail to correspond with other fourth grade students in Indiana or another state regarding citizenship activities or citizenship legislation in their state.
2. Help students use what they have learned to plan an Indiana Good Citizens Week at your school. Help students think of ways to publicize the 13 points of Indiana's citizenship education legislation with newsletters, posters, banners, music, and special events.

Evaluation/Assessment:

1. Evaluate students on the basis of their participation in the group presentations of the 13 points of Indiana's citizenship legislation. Work with students to establish the criteria for effective participation before they begin the project. Criteria might include: a) Each student will be responsible for presenting one of the citizenship concepts chosen in his or her group. A variety of methods for preparing the presentation might be used, such as preparing a chart or drawing, reading a story to younger students, or delivering part of the oral presentation; and b) Each student will demonstrate good citizenship skills in working with other students. For example, they will take turns, use polite speech, and show respect for each other, younger students, teachers, and other adults.
2. Each student will maintain a citizenship scrapbook highlighting his or her experiences in preparing for and delivering their group presentations. The scrapbook should include a chart showing the three branches of Indiana government and their functions. The scrapbook also might include snapshots of the group presentation, student drawings, thoughts about what they have learned, or reactions to the experience of being a role model for younger students.

Home Connections:

1. Keep parents informed about the "You Can Be A Hero" project. Some parents may be able to visit the classroom to watch and make constructive suggestions as students rehearse their presentations. Have students take home their scrapbooks to share with their families at the end of the project.
2. Invite a member of the Indiana General Assembly or a member of local government to visit the class to discuss citizenship and how laws are made.

Resources:

- Copies of IC 20-10.1-4-4.5 in the Resources section of the guide or see the poster listing the main ideas of the legislation in the Foreword.
- Art supplies for student presentations and scrapbooks.
- Camera and film for snapshots of student group presentations for scrapbooks.

